



**COMMUNITY PARTICIPATION**

**AND**

**MOBILISATION**

**PARTICIPANT'S HANDBOOK**

**FOR**

**HIGHER LOCAL GOVERNMENTS**

**Ministry of Local Government**  
**P.O. Box 7037**  
**Kampala**

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**NOT FOR SALE**

## **Foreword by the Ministry of Local Government**

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## List of Abbreviations and Acronyms

CDA	Community Development Assistant
CDO	Community Development Officer
CSO(s)	Civil Society Organizations
FAL	Functional Adult Literacy
GOU	Government of Uganda
HIV/AIDs Deficiency	Human Immuno-deficiency Virus/Acquired Immuno- Syndrome
HLG	Higher Local Government
HPPG	Harmonised Participatory Planning Guide for Lower Local Governments
IGA	Income Generating Activities
LLG	Lower Local Government
M & E	Monitoring and Evaluation
MOLG	Ministry of Local Government
NGO	Non Government Organisation
PEAP	Poverty Eradication Action Plan
Plan	Plan International
PMA	Plan for Modernization of Agriculture
PWD	People with Disabilities
SDSSP	Social Development Sector Strategic Plan
TOT	Training of Trainers
CBOs	Community Based Organisations

## **1.0 Introduction**

All stakeholders have acknowledged the role of civil society organisations in supplementing the efforts of Local Governments to facilitate and mobilise communities for their full participation in local governance and the development process. Local governments with a high presence of Civil society organisations have registered increased awareness of the people about their roles and relation to their respective local governments and they are able to participate more fully in the planning process.

In order to ensure increased participation of the people in planning and control of decision-making, civil society organisations together with their respective Local Governments, they need to be equipped with the requisite skills to mobilise and involve communities in the planning, implementation and monitoring of programmes in their respective areas. This is informed by the overall policy and legal framework. Decentralisation is one of the key policies. The Ministry of Gender, Labour and Social Development has developed a sector strategic plan with one of the key components being Community Empowerment. The material in this handbook is expected to be used for reference by participants and to supplement the notes and ideas generated from group discussions.

## **2.0 Module Objectives of the Course**

The purpose of the training is to build the capacity of Civil Society Organisations and Local Government officials by equipping them with the necessary skills to be able to mobilise the community for active participation in the development and governance processes.

By the end of the course, participants should be able to:

- Place the role of civil society in participatory democracy, decision-making and the overall decentralization framework.
- Define the role of CSOs and other stakeholders in facilitating the communities for full and active participation in the, planning and development for poverty eradication.
- Identify areas for collaboration among the different players i.e. local governments and other partners in community mobilization for development

- And to demonstrate ability to carry out community mobilization and to facilitate people's participation in the governance process

The specific objectives of the module are the following:

- To enable participants improve on their understanding of community mobilisation, community participation and community empowerment.
- To enable participants share experiences and acquire new skills community mobilisation
- To place the role of CSOs as well as other stakeholders in participatory democracy, decision making and the overall decentralisation framework

### **3.0 Course Descriptors**

#### **3.1 Course Title: Community Participation and Mobilisation**

**Overall Module Objective:** The Purpose of this training course is to build the capacity of Civil Society Organisations by equipping them with the necessary skills to be able to mobilize the community for active participation in the development process. Position Civil Society Organisations' in the overall decentralization framework, community empowerment, community mobilization skills, the role of women in development, community based environmental management and development, the development initiatives in place, linkages among the different stakeholders, and HIV/AIDS among others will be the contents of the module.

#### **3.2 Session One: Local Government System Set Up in Uganda**

**Session Objectives:** To explain the set up of Local government councils and define Local Governments and Administrative Units; To distinguish between Local Governments and Administrative Units and explain the relationship between Local Governments and Administrative Units; To diagrammatically present the set up of local government system.

**Session Duration:** Two hours

### **3.3 Session Two: Introduction to Stakeholders in the Local Government System and Their Roles**

**Session Objectives:** To define the term “ Stakeholder”; To list the different types of stakeholders in a Local Government; To state the roles of different stakeholders in the Local Governments.

**Session Duration:** Two hours

### **3.4 Session Three: Definition of Community Mobilisation**

**Session Objectives:** To define what community mobilization is; To give characteristics of communities that are in the Ugandan context; To articulate the key areas and concepts in community mobilization; To outline the roles of different players in community mobilization; and to state the importance of community mobilization.

**Session Duration:** Two hours

### **3.5 Session Four: Community Empowerment**

**Session Objectives:** To define what is meant by community empowerment; To highlight the importance of and challenges to community empowerment in Uganda; To discuss and improve on the steps to community empowerment; and to enlist willingness to carry out community empowerment.

**Session Duration:** Two hours

### **3.6 Session Five: Community Participation, Participatory Planning, and Participatory Monitoring and Evaluation**

**Session Objectives:** To articulate the concepts of community participation, participatory planning and participatory monitoring and evaluation.

**Session Duration:** Two hours

### **3.7 Session Six: Community Driven Development**

**Session Objectives:** To articulate the concepts of development and community driven development; To point out the shortcomings of the old or usual development approach; To identify constraints and challenges to CSOs in ensuring community driven development; and to develop strategies to overcome the challenges identified.

**Session Duration:** Two hours

### **3.8 Session Seven: Civic Engagement and Citizen Participation**

**Session Objectives:** To define civic engagement and civic responsibility; To identify areas for civic education and awareness; To identify the constraints and challenges to raising civic awareness; and to identify the roles of both local governments and CSOs in improving civic awareness, responsibility and participation.

**Session Duration:** Two hours

### **3.9 Session Eight: Enterprise for Community Development**

**Session Objectives:** To articulate the importance of community enterprise; To articulate the role of CSOs in community enterprise; To identify the constraints and challenges to community enterprise; and to state the role of the local governments and CSOs in promoting community enterprise.

**Session Duration:** Two hours

### **3.10 Session Nine: Conflict Management and Post-Conflict Community Mobilisation**

**Session Objectives:** To give a definition of conflict; To outline the causes and forms of conflict; To identify ways of managing conflict; To describe the post-conflict situation; and to articulate the need for post-conflict community mobilization.

**Session Duration:** Two hours

### **3.11 Session Ten: Early Warning Systems, Community Based Environmental Management, and Food Security**

**Session Objectives:** To define community based natural resources management, food security and early warning systems; To clarify the linkage among the concepts; and to demonstrate the need for food security, development of early warning systems and involving the community in natural resources management.

**Session Duration:** Two hours



## **4.0 Participants' Notes**

### **Handout to Session 1: Local Government System Set Up in Uganda**

#### **Introduction**

Local Councils are divided into:

1. Local Governments;
2. Administrative Units.

This division is provided for in Article 176 (1) of the Constitution, which provides that the system of Local Government shall be based on that for the District, under which there shall be lower Local Governments and Administrative Units as Parliament may by law provide.

#### **Local Governments**

There are five Local Governments:

1. District / City Council;
2. Sub-County / City Division Council;
3. Municipal Council;
4. Municipal Division Council;
5. Town Council.

The City is equivalent to a District; therefore it exercises all the powers and functions conferred upon District Council.

The Division is equivalent to a Sub-County and exercises powers and functions conferred upon a Sub-County.

#### **Administrative Units**

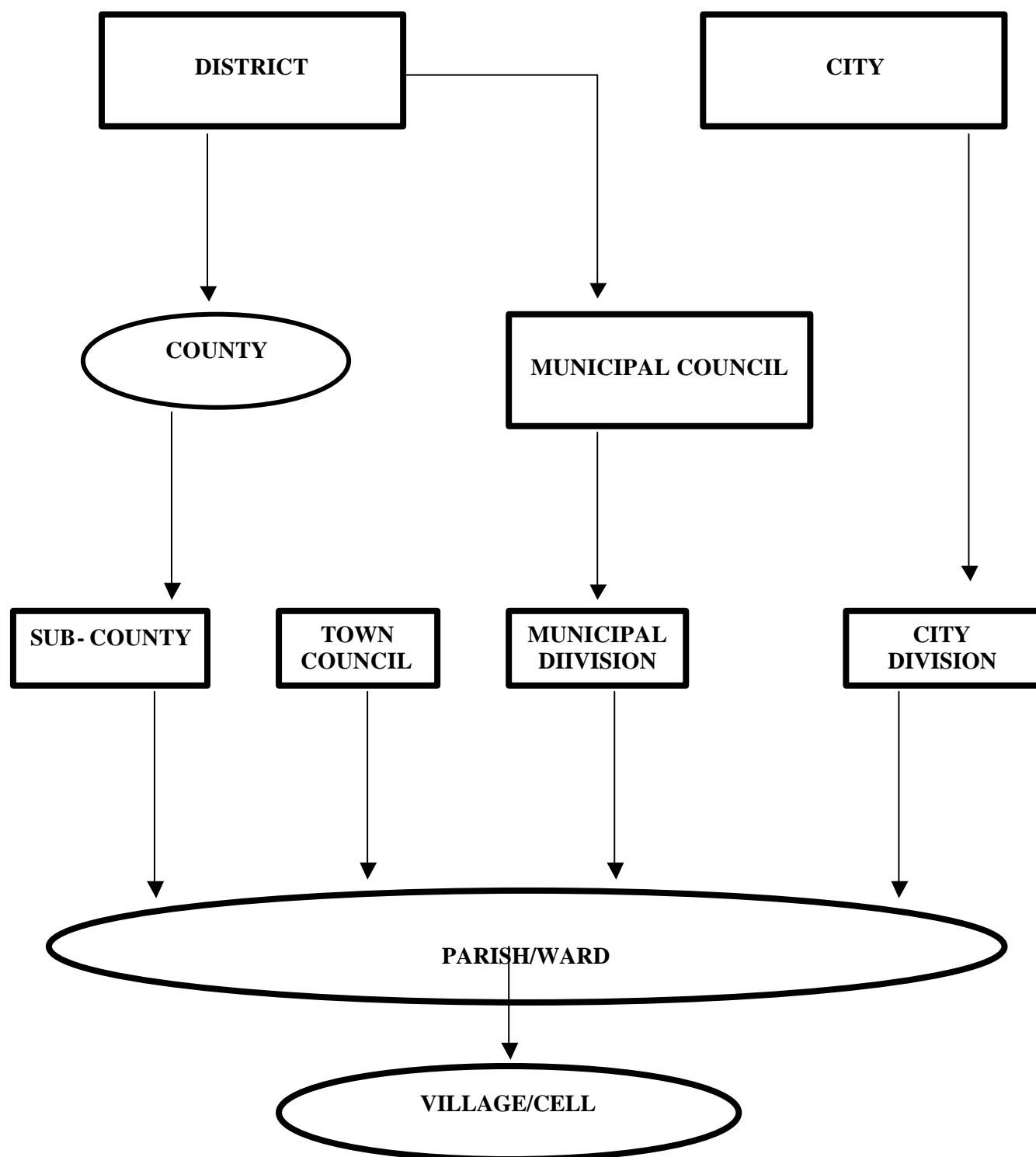
There are three Administrative Units:

1. County Council;
2. Parish / Ward Council;
3. Village Council.

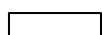
Administrative Units provide administrative roles as provided in Section 49 of the Local Governments Act, 1997. They have powers to draw attention to the higher authorities any matter of their interest. They also resolve disputes, monitor delivery of services and assist in the maintenance of law and order/ security.

The Sub-County / Division / Town / Municipality is the main administrative link between the Parishes / Wards and the District and the main intervention point for ensuring efficient and cost effective service delivery at the local level. For that reason, the lower level Local Governments have been given substantial powers to carry out development-oriented planning for their areas and to oversee the implementation of agreed development plans for their areas.

## THE LOCAL COUNCIL SET- UP



### KEY:



*Local Governments*



*Administrative Units*

## **Relationship between Central and Local Governments**

The Central Government Ministries have the responsibility of inspecting, monitoring, and supervising and, where necessary, offering technical advice and training to Local Governments within their respective sectors as provided in Section 96 of the local Governments Act, 1997 in order to ensure the implementation of national policies and adherence to performance standards on the part of local Governments

### *Relationship between Districts and Sub-Counties / Divisions / Towns and Municipalities*

A higher Local Government Council may offer guidance to a lower Local council within its area of jurisdiction as provided in Section 35 of the Local Governments Act, 1997.

District Councils have monitoring and supervisory powers over all Local Councils within the District. They must incorporate plans of lower Local Governments into the District Development Plans. The District Local Government also has the responsibility to mentor and offer supervisory support to the lower level Local Governments.

Although the law allows lower Local Councils to make by-laws, these have to be certified by the District Council to ensure that they do not contravene the Constitution, any law or District ordinance. The District Council must return for rectification any by-laws, which contravene any of the above.

### *Relationship between the Sub-County / Division / Town / Municipal Councils and Parish / Ward Councils*

Parish / Ward Councils are made up of all members of village Executive Committees within that Parish / Ward. The Parish / Ward Council is the main Administrative Unit below the Sub-County / Division / Town / Municipal Council. The main functions of a Parish / Ward Council are to:

- Monitor service delivery within the Parish / Ward and the villages which comprise it;
- Offer policy guidelines to the same units;
- Carry out functions assigned to it by the Sub-County / Division / Town / Municipal Council (e.g. collecting revenue, implementing by-laws made by the Sub-County, keeping law and order, etc.).

All Sub-County / Town / Municipal Councillors representing electoral areas in the Parish / Ward are *ex-officio* members of the Parish / Ward Councils.

## **Handout to Session 2: Introduction to Stakeholders in the Local Government System and Their Roles**

**Definition:** A stakeholder is an individual, group, institution or agency that have a common interest stake or share in any particular investment, be it service or business. These are people who:

- Are impacted or have an investment in what happens;
- Control or can contribute resources or information;
- Are needed for support or are essential in terms of co-operation;
- Have position power, credibility or influence.

### **Major stakeholders in Local Government:**

- Community (Beneficiaries)
- Central Government
- Civil Servants
- The Council
- Executive Committee
- Standing Committee;
- Community-Based Organisations (CBOs NGOs)
- Donor Agencies (USAID, World Bank, IMF, EDF, UNDP, etc.);
- Women, both as community beneficiaries and under women's organisations at local levels.

### **Roles of various stake holders in the Local Government system**

- *The wider community:* participate in the decision-making and planning, and contribute locally-available resources;
- *Technical Planning Committee:* Provides guidance, appraises the projects and advice the Councils accordingly;
- *Chief Executives (CAO, TC, Sub county Chief ) :* On approval of Council, spearheads the implementation of lawful council works;
- *Local Government statutory boards:* Manages the specified delegated functions on behalf of council, advertises;

- *Local Council:* Council is the planning authority of the specific council. It mobilises communities for planning meetings and approve allocation of resources to the project. It also may decide to delegate a number of its responsibilities to committees, but approval of budgets, investment projects and the Development Plan cannot be delegated.
- *Lower local government:* incorporates the plan of the lower Local Government into the District Development Plan and, collect locally raised revenue for the other councils. They also perform other duties that are mandated by the law by the local government.
- *Councillors:* They represent people's voices in the council and are overseers of their electoral areas as provided in schedule 111 Regulation 8 of the Local Governments Act, 1997.

#### *Project Management Committee: (PMC)*

Each community project or any project with a well-defined user / beneficiary community is supposed to have a PMC to oversee the implementation and (later) management. Its composition should comprise not more than nine members drawn from:

- Parish and village executive members;
- Community representatives;
- Representatives of disadvantaged groups;
- 40% of members shall be women.

The functions of a PMC include the following:

- Providing site security;
- On-the-spot supervision of project implementation and monitoring progress;
- Verifying contractor's works in addition to technical certification;
- Mobilising community contribution for project implementation;
- Organising community meetings for project implementation;
- Organising community operation, management and maintenance.

#### *Investment Committee*

The Local Government Act, 1997 allows for the establishment at Sub-County and Parish levels of an Investment Committee to ensure wider participation in the planning process and technical competence. The Investment Committee consists of the following representation:

- Council representatives;

- Community representatives;
- Personnel from relevant technical departments in the Sub-County and District;
- Relevant retired civil servants;
- Representatives of disadvantaged groups (e.g. women, youth, and the disabled).

The functions of the Investment Committee are to:

- Prepare preliminary design / costing of Sub-County and community projects;
  - Prioritise investments;
  - Monitor implementation of projects;
  - Verify the certification of contractors' works to Sub-County for payment.
- 
- *Technical Staff:* Provide guidance to council in policy formulation suggests to council strategies for problem solving and do the actual implementation of lawful council policies. They compose Technical Planning Committee (TPC) at that particular level and is chaired by the Chief Executive at that level. The TPC's roles are to:
    - Advise Council on annual budget preparation of estimated revenue and expenditures;
    - Appraise individual investment project proposals before they are presented to Council;
    - Certify (technically) investment projects, especially works of a simple technical nature, e.g. repairs of buildings, spring protection.
- 
- *Executive Committee of council:* Passes policy and performs other executive functions of council as specified in sections 18 and 27 of the Local Governments Act, 1997 which include;
    - Initiating the formulation of sectoral plans and budgets;
    - Overseeing the implementation of Council decisions;
    - Monitoring sector work plans and investment projects.
- 
- *The central Government:* Central government through the line Ministries is mandated to monitor, supervise and where necessary offer technical advise and training to local governments The MOLG specifically is mandated under Sec 96 of the Local Governments Act to coordinate and advocate for local governments. Central government cannot interfere with local governments when they are acting with their mandate.



- *Donors:* Donors provide supplementary efforts to local governments in terms of direct or indirect funding. Some of the funds provided are grants and others are in form of loans. The donors hence work closely with the local governments to ensure that the funds are properly used (Value For Money)

### **Handout to Session 3: Definition of Community Mobilisation**

Community Mobilisation is bringing people together to pursue common interests by creating a sense of unity, ownership and self-control. It is the process of getting people to overcome their differences, to begin a dialogue on an equal basis to determine issues that affect their community.

#### **Why Community Mobilization**

- Inadequate social Mobilization reduces the capacity of the community to demand for services, to manage and sustain their community investments and to take on economic opportunities.
- Lack of access to information leads to poor decision making.
- It also limits access to essential services thus making participation in the development process difficult.
- Information is critical for behavioural change and empowerment of the poor and vulnerable.
- Lack of functional skills makes people less productive and they cannot effectively plan and benefit from economic opportunities.
- Empowered communities have better standards of living; better health and more actively participate in society initiatives.

#### **What type of community do we have?**

Most of our communities are characterized by the following:

- Lack of cohesion and organization- although people are not organised for political purposes they are socially organised along clans and other self help social groups. Mobilisation there fore will not start from scratch but will be building on these organisations and the culture for the different economic and political purposes.
- Lack of resources and facilities
- Social Malaise – hunger, poverty, discrimination etc.
- Illiteracy
- Lack of security tenure.
- Lack of political will.
- Belief that the political leaders and bureaucrats will alleviate the problems
- Unwillingness to give up individual interests

But there are good aspects in the communities that can be utilised and built upon in community mobilisation like indigenous knowledge and strong social bonds.

### **What should CSOs do to mobilize communities?**

- CSOs should increase the capacity of communities to take action and participate in development and demand for accountability
- Increase access to information by the poorest and the vulnerable members of the community
- Ensure better quality and efficient service delivery
- Increase access to services at community level
- Empower communities to enjoy their rights
- Enable communities to manage and sustain investments
- Ensure income generation and ability to absorb shocks
- Equity, equality and respect for people's rights and especially the rights of the poor and the vulnerable
- Increased productivity and employment opportunities for sustainable livelihoods
- Improved food security
- Strengthen early warning systems for the community
- Ensure sustainable utilization of natural resources
- Improve access to productive resources like credit, land and farm inputs

### **How do we achieve the above?**

1. Bring about behavioural attitudinal change in the community and among partners
2. Impart knowledge and skills
3. Encourage mutual respect and participation of men and women
4. Learn and improve on existing knowledge and practices.

### **Ojah's Tips on Social Mobilisation**

**M**aintain a sense of humour, and be patient, you might have a dead line to keep, but others may have other priorities.

**O**pen your mind and heart and you will receive an open warm welcome; a mutually beneficial relationship will develop.

**B**uild upon the positive aspects of the local culture, religion, knowledge, and tradition; brick by brick, work with the people to build up their lives with dignity and honour.

**I**nitate but do not lead. You are a catalyst of inspiring development activities; and not the boss.

**L**isten, listen and listen again. Learn from the men and women: the whats the whys, the whens and the hows of their situation and poverty.

**I**dentify the people's needs; or rather facilitate them to identify their need. Remember awareness raising is the first step towards mobilization.

**S**it together, share ideas and experiences – this is a two way process.

**A**void talking in terms of money: rather talk in terms of working together. Don't be authoritative, and don't talk big.

**T**alk simply- do not use complex language; your task is to communicate effectively.

**I**nvolve the community from the very beginning; don't start a project, and then start to bring in community participation mid-way through.

**O**rganise the people to draw up their own plans for their development; simple activities which can easily be understood and realistically carried out.

**N**ever assume that you are right and they are wrong; in most cases you will discover that they are in fact right but you had failed to listen!

### **The Community Mobilization Process**

Before we can successfully stimulate and sustain the stimulate self-help development in a community, we must be prepared. We must be clear about our goals, we must know about our target community, have the required skills and need to understand the fundamental concepts of mobilization.

1. In order to know our goals we must view them as our own goals and not any body's ideals. Examples include, poverty eradication, good governance, and change in social organization, Community capacity building, and empowering low-income groups among others.
2. Knowing about the target community requires understanding its social organization, economy, languages, and the map- overall situation in the area, problems, politics and

the ecology of the area. It is advisable to start with a map that indicates where people live, which facilities the community has, etc. The map will be useful in facilitating the community in order for them to do their own mapping while assessing their own situation in terms of resources, needs opportunities and problems.

3. Make observations about the community's social organization, economy, language, politics, shared values, traditions, and its relationship to the physical environment (ecology). Continue to analyse how the different elements relate with one another.
4. Try to understand the different dimensions-technological, economic, political institutional ideological and perceptual
5. In terms of required skills, there is need to learn how to be a public speaker coupled with leadership and facilitation skills. It is also important to learn how to draw information and decisions out of a group. Other skills required include public speaking, planning, managing, observing, analyzing and writing. These are best acquired through practice and teaching one's self.
6. How the person is perceived by the community impacts a great deal on the success of the intervention- there is need to develop a personal character that is honest, positive, enthusiastic, tolerant, patient and motivated. Learn to be a good listener. And also learn how to remain confident while sensitive to others.
7. Try to get a better understanding of the basic concepts like development, empowerment, participation, transparency, sustainability, community, etc.
8. Regarding resources, there is need to balance external resources with what the community can generate in order to ensure sustainability by not entirely relying on external support. The more the mobiliser enables the community to generate its own resources the more likely (the community) of becoming self-sustaining.

### **The Mobilisation Cycle**

The process of mobilization involves getting the community ready for development activities. It is called a cycle because like a circle, it does not end; when you have reached the last step in the process, you start again.

**Step 1: Clear the pathway.** This involves getting the endorsement of the local authorities and all the key stakeholders, it involves providing all the important information to enable them make the decisions that will enable the mobiliser to do his or her work..

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**Step 2: Increasing awareness.** Although getting the blessing of the leaders is a very important step, it is equally important that the beneficiaries-the community know about and accept the intervention. Create awareness in the community and sell the idea in order to get their support.

**Step 3: Unity organizing:** This is getting the different stakeholders in the community to endorse the good proposals and on the way forward. Advocacy and lobbying as well as communication skills are required for the mobiliser. There are different sections in the community with different interests like the youth, the elderly, women and the poor, all of whom must understand and support your efforts.

**Step 4: Public dialogue.** The community with all sections represented, should brainstorm before prioritizing the suggestions. This will create a sense of ownership and lead to sustainability of interventions in the long term. The community knows the reality on the ground and may therefore be in position to advise on what can or cannot work.

**Step 5: Community chooses action.** This should be after the community has been empowered with information and knowledge and where possible skills; gender balance should be maintained. The role of the mobiliser is to advise on the merits and demerits of the different strategies and should not compel the community to choose what he/she prefers.

**Step 6: Organising.** The mobiliser and the leaders team-building skills should be utilized to get the different people to work together. Given that different team members have roles and potential the community will use maximally its potential. Organising is empowering for the community.

**Step 7: Situation analysis by the community leaders .** Although the mobiliser carried out her own situation analysis earlier, it is important for the community to do its own assessment. This may be better done through a transect walk, visiting places and talking to people.

**Step 8: Implementing.** The community, with only facilitation as the form of help from the mobiliser implements the agreed strategies.

**Step 9: Monitoring.** Monitoring is very important because it makes it possible to see what could have been done better to improve and also to know whether there was any achievement at all. It may also reveal other problems that require other forms of interventions.

Below are some of the issues that a person carrying out community mobilisation needs to bear in mind.

1. Communities have a right to participate in decisions that affect their living and working conditions.
2. Only participation with decision-making power is sustainable and creative.
3. Genuine participation requires community involvement in all phases of city, town and village improvements: planning, implementation, maintenance and monitoring.
4. Participation must build on gender equality and include youth and the elderly.
5. Capacity building is essential to promote equitable participation between women, men and youth.
6. Communities do have a hidden resource and that participating in city, town and village development; capacity building can release this resource.
7. Communities are prime stakeholders among development actors to identify problems, improve and maintain their settlements.
8. Awareness and capacity building can make partnerships among communities, NGOs and municipal authorities more equitable.
9. Community development, which is planned by external persons and only requires communities' free labour, is unlikely to be accepted by communities at large.
10. Planning of participation is one of the most frequently overlooked elements of community development.
11. Charity makes communities dependent upon aid.
12. Community development is an essential contribution to overall urban management.

Note: *The lessons above were recorded by Phil Bartle, PhD of the UN Commission for Human Settlement's Community Project in Uganda*



## **Handout to Session 4: Community Empowerment**

### **Definition of community empowerment**

Community empowerment is enabling communities, especially the poor and other marginalized groups to participate, negotiate, demand, change and hold accountable institutions that affect their livelihoods and well being.

Empowerment includes improving:

- Access to control over resources and decisions
- Inclusion of all sections of the society
- Eradication of poverty, and hunger
- Greater equity in income distribution
- Having a voice and representation
- Improving access to information as well as local networks

### **Steps to community empowerment:**

1. Identify community strengths and problems
2. Analyse how power is being used in the community
3. Plan to make strategies to address some of the problems that you identify along with the community
4. Involve the community in implementing the solutions
5. Support development of local leaders representing all sections in society
6. Give information on best practices
7. Ensure community access to information.

### **Causes of, lack of, or challenges to community empowerment:**

- (a) Poverty and powerlessness in rural communities is a result of remoteness and inadequate resources and information. This leads to a lack of assets
- (b) Lack of consistent flows of food and cash
- (c) Physical weakness and malaise
- (d) Vulnerability
- (e) Poverty and powerlessness create a cycle of hunger, malnutrition, and poor immunity to diseases. Lack of wealth means a low status and influence of government or even demand for services. Public institutions need to become more effective, responsive, and accountable to the poor.

(f) Need to encourage creation of an investment climate to support entrepreneurship and productive efforts.

(g) Generating change in social values norms and behaviour

(h) To empower rural communities we need social transformation in rules, social norms, beliefs, and to improve on their capability to form groups, network and access information. Without groups the poor rural communities are fragmented and voiceless.

### **Food for Thought**

“Although not all people are equally empowered they can all make a contribution in their small capacities”

Think of how our actions and inactions affect the community.

What can we learn from the communities or don't they have anything to offer?

Can we sit, listen and learn from communities?

What can we do to ensure the following:

1. Participatory communication and development?
2. Better staff in the poor and remote areas?
3. Empowering the poor enables them develop?
4. Ensure provision of quality services?
5. Ensure respect for their rights?

It is important to remember that for one to have choice, one must be empowered and free. Communities should have a lead role in shaping their own future. This will ensure that CSO interventions are sustainable and that communities remain vibrant, healthy and strong.

Who is an empowered person? There is no standard answer but the following are a few signs that show whether a person is empowered or not.

When the person is confident

When the person has knowledge and skills

When the person can access all of the valuable information that he/she needs

When the person knows and can demand for their rights

When he/she can make informed decisions, he/she has the resources to sustain his/her livelihood.

## **Handout to Session 5: Community Participation, Participatory Planning, and Participatory Monitoring and Evaluation**

Participation is where communities take an active role in determining their own destiny. This may be through decision-making or the actual involvement in designing, implementing and managing of development projects and programmes.

### **Why Participation?**

Participation ensures sustainability. Without local participation there is no local support or ownership and the interventions never live beyond the life of the project. Efficiency and effectiveness can be attained along with accountability and improved quality.

The poor rural communities are grappling with problems of poverty, isolation, malaise/physical weakness, and vulnerability, which is exacerbated by unproductive expenditure and exploitation. For effective participation to take place there is need to have a critical self-awareness for the community.

### **What can CSOs do to Ensure Participation?**

- According to the MoLG's Harmonised Participatory Planning Guide for lower local governments, CSOs can do the following:
- Participate in planning, and budgeting meetings of local governments within their area of operation
- Bring funds/ logistics towards the local council planning and budgeting process where possible
- Bring their expertise to facilitate participatory planning
- Make available their plans and budgets for integration into the local government plans and budgets.
- It can also be through building trust through dialogue with local governments
- Tell people their rights and responsibilities
- Mobilising people to participate in their own activities as well as those of local governments.

Social and cultural analysis can be carried out for participatory planning to happen. All cultural values have social and cultural dimensions and therefore we must consider the people that are

affected and how they feel about events around them.. There is need to pay attention to the practices, customs, values and organisations in place.

CSOs ought to understand the power relations among local groups which will inform the methods used to mobilise communities for effective participation. Participatory planning enables us to understand the needs, priorities, fears and strengths in the community that we can build on. Then communities should share in the control and management as well implementation of the projects/ programmes.

Plans that have been developed with the communities can still easily be monitored with them. They will be able to judge the success of the project. Participatory monitoring involves the community rather than being carried out by experts and senior management. We must agree on what will be monitored and how the data will be collected and analysed.

#### **Situational Analysis:**

- Identify the major trends and events in the community, update registers and draw resource maps

#### **SWOT Analysis:**

- Establish the strengths, weaknesses, opportunities and threats in the community
- Livelihoods/ Poverty analysis
- Identify the categories of people and their livelihoods
- Establish distribution and access to resources

#### **Gender Analysis:**

- Gender distribution, access to productive resources use and distribution of benefits.
- Prioritise interventions together with the active participation of women.
- Human development (empowerment) is an important step to strengthening personality and the acquisition and internalisation of knowledge.

#### **Community Action Planning: Principles of participatory planning**

Key principles of the participatory approach to bottom-up planning as enumerated in the HPPG include:

- a) Inclusion of poor people and other vulnerable groups in the planning process and promotion of gender equity
- b) Plans need to be realistic and the planning process must be for projects which can be implemented using available resources
- c) Planning should not be a one-off exercise, but a continuous process
- d) Plans should be people focused and empowering
- e) Planning should start from vision and strength /opportunities not problems
- f) Plans should be comprehensive covering all sectors (holistic) and integrated
- g) Planning should promote mutual accountability between community and public officers
- h) Plans should be flexible, simple and learning oriented

The scheduling of planning activities at the lower local council levels should put into consideration the recommended timeframe of the overall LG planning and budgeting cycle. The community must acknowledge the importance of planning and managing their own initiatives. In order for the community to effectively plan for itself, it needs to have a vision. The vision clearly shows where the community wants to go. The role of the mobiliser is to ensure that the community understands the current situation and what needs to be improved in order to reach the envisioned life.

The harmonised Participatory Planning Guide for Lower Local Governments clearly outlines the steps that have to be taken in preparing an action plan for the Village, which, together with plans from other villages is incorporated into a parish plan. These plans inform the Subcounty plan which in turn inform the District three year Development Plan. The process of action planning starts with dissemination of guidelines to villages in form of circulars. The circulars are displayed in public places.

### **Activity 1      Disseminate guidelines to Villages**

1. Send Circulars
2. Put up public notices

## **Activity 2    Review and up-date information (CBMIS)**

**Step 1**        Ensure you have a Village Record Book with information about your village broken down into the resources of the village, social groups (women, men, youth, PWD, Children), facilities, opportunities, etc

**Step 2**        Add new information to the Village Record Book

**Step 3**        Analyse the new totals ready for the consultation meeting.

The village executive committee should ensure that information is collected, analysed, used, stored in a village record book. The information in the village record book should be regularly updated and shared with the next level i.e. Community Based Management Information System (CBMIS) established. The PDC or facilitator should assist the Village to put a system in place.

## **Activity 3    Conduct Consultation Meeting(s)**

**Step 1**        Call (a) meeting(s) with emphasis on participation of both women and men

**Step 2**        State purpose of meeting(s)

**Step 3**        Carry out a participatory prioritisation process

Prioritisation is about putting things in order of importance to the community. Local Councillors, executives and other stakeholders in the planning process should always remember that while development needs can be very many, resources are often not enough, so there is need to select what to do first.

- Share up-dated information divided between women and men with village members
- In view of that information, assist village members to list important projects/activities which can help the village as a whole improve and that can be done in three years' time
- Put the list of projects in order of importance (priorities) using an appropriate ranking method
- Agree on which priorities to:

- i. Be carried out at the village level without support from the higher councils.
- ii. Be forwarded to the Parish by filling the form provided.

### **Participatory Monitoring and Evaluation**

Information should be availed to all stakeholders and where possible workshops or meetings for consultation should be held with the stakeholders. They are critical at all stages of the evaluation: in the design of the terms of reference, in determining the methodology to be used, in the analysis of the data and in proposing suggestions for the future. Those who are central to project design and participatory evaluations are the stakeholders themselves.

It is important to note that participatory approaches are more labour-intensive than traditional project design or formal evaluation exercises. Sufficient time and resources should be prepared and made available for defining the terms of reference, collecting and analyzing the data, organizing workshops with staff and the communities and preparing the report. In order for participatory monitoring and evaluation to yield the needed results the design of the project or programme should also be participatory.

There are a number of key steps when undertaking a participatory evaluation that vary from more formal evaluations. These are:

1. The socio-economic context. Participatory approaches do not operate in a vacuum. Understanding the socio-political context is important.
2. The current experience of stakeholders. This becomes an important starting point with the stakeholders. It is important to review from the beginning the experience stakeholders and beneficiaries have had with the project, the accomplishments and impact of the project, and the key constraints. The facilitator must be able to listen, assist stakeholders in asking the key questions and move the discussion along when necessary. It is important to review the methodology with the recipients and to make sure that they all understand their respective roles.
3. The evaluation design, participatory evaluations must involve the stakeholders in the evaluation design itself. The stakeholder plays a central role in setting the objectives of the evaluation, in defining the key questions to be asked and the methodology and verifiable indicators to be used.
4. Data Collection and Consolidation. It is important that the stakeholders play a key role in the data collection and its analysis. Deciding on the appropriate methods will vary from group to group and might include: questionnaires, mapping, transects, interviews, informal discussion meetings, sampling or case studies.

Where groups have a low level of literacy, one may need to use other techniques than formal data collection methods such as mapping, folklore, songs, or theatre to evaluate activities so that stakeholders are not left out.

5. Analysis. While generally every stage of participatory evaluations involve some type of workshop, the analysis of the data collection and the findings are critical. It is important that the stakeholders are involved in the analysis of the data and have an understanding of the findings. The analysis and recommendations made by the participants can then be consolidated into the final evaluation report.

Group meetings and workshops with all levels of the project staff are essential to validate the project design. It is important to ensure that key staff participate throughout the different workshops to ensure the same information base and enable a better understanding of the project activities and its potential. These workshops should also be broad based and include any outside stakeholders that are or will be part of the project such as NGOs or the private sector.

6. Feedback and Using Evaluation Findings. Stakeholders must have an opportunity to comment on the final report. In fact, the report must be a reflection of what came out of the various workshops: the key findings, recommendations and a future plan of action. A good evaluation should provide stakeholders with concrete tools and recommendations for stakeholders to reorient the project with or without donor funding.

What should become apparent in the above steps is that the role of the "evaluator" dramatically changes to that of a facilitator. It is the community members themselves that are central to the process. Whereas in traditional evaluations the stakeholders are most often passive participants supplying information as needed, in participatory evaluations they become central to the process-- in other words active participants.



## **Handout to Session 6: Community Driven Development**

Community driven development is where groups of people organise themselves to address their own needs. Even with external help, most development initiatives in Uganda today require a portion of local contribution, which could take the form of material, physical, or financial contribution in co-financing. But for this to be effective we need mechanisms for community control and involvement, and inclusion.

### **Community Driven Development is characterised by:**

1. Where people feel that they themselves are contributing the maximum of their physical, financial, and material resources to the development programs in place, and that in the future they will be able to do without assistance from outside. CSOs should not be seen to be doing things for the people, but to be helping them to do it themselves.
2. People must feel and believe that it is their efforts that are driving the whole process.
3. It is where people learn to form and manage their own organisations, and when they are able to acquire and adapt new technologies to improve on those already existing.
4. When people have confidence in their own knowledge and skills and in their ability to identify problems as well as solutions to them in order to improve on their own lives.
5. It is always advisable to start with small groups and small problems and gradually grow.

### **Why Community Driven Development?**

1. It provides services and facilities in areas that are not reached by the private sector and the government.
2. It uses local actors and local resources.
3. It complements markets and the government.
4. It improves on sustainability by taking into account priorities of the poor and also tapping into local resources.
5. It enables the poor and disadvantaged to have control over the process as well as the products.
6. It reduces the cost of service provision thereby increasing the resources available for other priorities.
7. It is more inclusive and representative.
8. It empowers the rural poor, builds social capital, and leads to better governance.
9. It promotes networks, self-help, and gives the poor a voice.

## **Handout to Session 7: Civic Engagement and Citizen Participation**

The right of people to play an active role in shaping their own destiny has been emphasized, but we also need to teach people that rights go along with duties and responsibilities in fostering good governance and democracy. Below are some of the fundamental human rights, remember that rights of children as well as rights of women are also human rights. According to the Universal Declaration of the Human Rights and the Constitution of the Republic of Uganda, “All people are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.” They have:

- A right to life liberty and security.
  - a. Article 22 (1) provides that no person shall be deprived of life intentionally except in execution of a sentence passed in a fair trial by a court of competent jurisdiction in respect of a criminal offence under the laws of Uganda and after appealing to the highest court.
  - b. Article 23 provides that no person shall be deprived of personal liberty except a). In execution of a sentence or order of court b.) For purposes of bringing that person before a court c.) For the purpose of preventing the spread of infectious or contagious diseases d.) For persons below 18, for their education and welfare
- A right not to be held in slavery and servitude- Article 25 provides that no person shall be held in slavery or servitude; Article 25(2) prohibits forced labour.
- A right not to be subject to torture or cruel human inhuman or degrading treatment or punishment –Article 24 provides that no person subjected to any form of torture, cruel, inhuman or degrading treatment.
- A right to a fair public hearing- Article 28 provides that in the determination of civil rights and obligations or any criminal charge, a person shall be entitled to a fair, speedy and public hearing before an independent and impartial court or tribunal established by law.
- A right to no arbitrary arrest, detention or exile- Article 23 (2) provides that a person arrested or restricted or detained shall be kept in a place authorised by law, and Article 23 (3) adds that the person shall be informed immediately, in a language that the person understands of the reason for arrest, restriction or detention.
- A right to privacy, in the family home and in letters/correspondence
- A right to freedom of movement, residence, and many others

However the two documents also provide to the effect that every one has duties to the community in which alone the free and full development of his personality is possible. And that in exercise of these rights and freedoms we respect the rights, freedoms and security of others. We also have to meet the requirements of morality, public order and the general welfare of our community.

People therefore have a duty to contribute to the development of their communities. Community and self-help projects should be looked at in this respect.

### **What is civic responsibility?**

These are actions that reflect democratic governance and social participation. Civic responsibility can be demonstrated:

1. By advocating for social and environmental issues
2. Showing commitment to community service and development
3. Tolerance and appreciation of human differences
4. Involvement in governance
5. Voluntarism
6. Being proactive

“A community is like a ship; every one ought to be prepared to take helm-the more people who are able to lead the stronger the community will be as a whole”(Anonymous).

### **Why Civic Engagement?**

We need to educate people on both their rights and responsibilities for a number of reasons:

- When people are armed with information they are empowered to participate more meaningfully in development
- As citizens they have both duties and responsibilities
- For public order, morality, security and the general welfare of the community

Strengthening civic participation leads to the development of organisational and advocacy skills which in turn create public support, strengthening the membership base and creating effective mechanisms and coalitions that can work with the key players to facilitate change.

### **Areas for Civic Education and Engagement**

- Fundamental human rights

- Political rights and freedoms
- Services provided in the community
- Environmental issues
- Duties and responsibilities as citizens
- Awareness about gender and need for inclusion of marginalised groups

### **What can CSOs do to Improve on citizen Participation?**

- Build the capacity in society to influence and improve on the governance process
- Enable the sharing of knowledge
- Clarify the linkage between participation, governance, accountability and empowerment
- Boost voluntary efforts in the community
- Develop and nurture leaders
- Encourage development of sustainable groups
- Ensure provision of services equitably throughout the community
- Honour those who participate

### **What can Local Governments do to improve on Citizen Participation?**

- Make byelaws and ordinances
- Provide information
- Build the capacity in society to influence and improve on the governance process
- Enable the sharing of knowledge
- Clarify the linkage between participation, governance, accountability and empowerment
- Boost voluntary efforts in the community
- Develop and nurture leaders
- Encourage development of sustainable groups
- Ensure provision of services equitably throughout the community
- Honour those who participate

### **Challenges of CSOs in Ensuring Civic Engagement**

- Lack of capacity
- Low levels of education

- Apathy- sense of hopelessness, powerlessness, and social malaise- hunger, conflicts and disease
- Poor information flow
- Lack of social cohesion
- Over politicisation of civic awareness issues
- Poor leadership
- Logistical shortcomings
- Lack of information, even CSOs themselves need the information before they create awareness in the communities

### **Code of Conduct for Civic Education in Uganda**

The draft code of conduct from the Human Rights Commission states as follows:

Every member shall abide by the following principles:

- Allegiance and loyalty to Uganda and the Constitution.
- Respect for the sovereignty of the people from whom all powers emanate.
- Respect of all national institutions and their leaders. The Presidency, Executive, Parliament, the judiciary, Civil Service and Local Governments.
- Impartiality in designing and implementing civic education with deep respect to the people at all levels.
- Accountability and transparency in all that is done.
- Love for the country and commitment to nation building on the basis of unity, peace, equality, democracy, freedom, social justice and progress. Accuracy truth, honesty and scientific research in all that is done, said and written.

### **Roles of the Different Levels of Government in Uganda**

Article 176 of the Constitution of the Republic of Uganda spells out the principles that govern local government in Uganda as follows:

- The system shall be such as to ensure that functions, powers and responsibilities are devolved and transferred from the Central Government to Local Government units in a coordinated manner;
- Decentralization shall be a principle applying to all levels of local government and in particular from higher to lower local governments to ensure peoples participation and democratic control in decision making;

- The system shall be such as to ensure the full realization of democratic governance at all local government levels;
- Appropriate measures shall be taken to enable local government units to plan, initiate and execute policies in respect of all matters affecting people living within their areas of jurisdiction, among others.

Part IX (Sections 96-100) and the Second Schedule of the Local Governments Act spell out the roles of the different levels of Government in Uganda. The different levels are central government, local government-District, and lower local government-Municipal, Town Council and Division in urban areas as well as Sub-counties.

### **Central Government**

Section 96. The coordination of and advocacy for Local Governments shall be the responsibility of the Ministry responsible for Local Government.

Section 97 For purposes of ensuring implementation of national policies and adherence to performance standards on the part of Local Governments, Ministries shall inspect, monitor, and shall where necessary offer technical advice, support supervision and training within their respective sectors.

Section 98. (1) A Government Line Ministry shall:

- (a) Monitor and coordinate Government initiatives and policies that apply to Local Governments;
- (b) Coordinate and advise persons and organizations in relation to projects involving direct relations with local governments;
- (c) Assist in the provision of technical assistance to local governments
- (d) Coordinate activities of a District Council in case of taking over of the administration of a District Council by the president under Article 202 of the Constitution.

Inspection may be a person's initiative or it may follow a complaint by a member of the public, whether that person has personally suffered any injustice because of the matter or not.

Functions for which the Central Government is responsible:

1. Arms, ammunition and explosives
2. Defence, security, and maintenance of law and order

3. Banks, banking, promissory notes, currency, and exchange control
4. Subject to the Constitution, taxation and taxation policy
5. Citizenship, immigration, emigration, refugees, deportation, extradition, passport and national identity cards
6. Copyrights, patents, and trademarks and all forms of intellectual property, incorporation and regulation of business organizations
7. Land, mines, mineral and water resources and the environment
8. National parks, as may be prescribed by Parliament
9. Public Holidays
10. National monuments, antiquities, archives and public records as Parliament may determine
11. Foreign relations and external trade
12. The regulation of trade and commerce
13. Making national plans for the provision of services and coordinating plans made by local governments
14. National elections
15. Energy policy
16. Transport and communication policy
17. National censuses and statistics
18. Public services of Uganda
19. The judiciary
20. National standards
21. Education policy
22. National surveys and mapping
23. Industrial policy
24. National research policy
25. Control and management of epidemics
26. Health policy
27. Forest and game reserve policy
28. Agricultural policy

## **Functions and Services that are the Responsibilities of District Local Governments:**

(1) Education services- nursery, primary, secondary, trade, special education and technical education.

(2) Medical and health services:

- Hospitals
- Health centres
- Control of communicable disease including HIV/AIDS
- Maternity and child welfare
- Control and spread of diseases
- Rural ambulance services
- Primary health services
- Vector control
- Environment sanitation
- Health education

(3) Water services

(4) Road services

(5) All decentralized services and activities which include but are not limited to:

(a) Crop, animal and fisheries husbandry extension services; entomological services and vermin control; human resources management and development; recurrent and development budget; district statistical services; district project identification, district planning; local government development planning; land administration; land surveying; physical planning; forests and wetlands; licensing of produce buying; trade licences; trade development services, commercial inspectorate; cooperative development; industrial relations; social rehabilitation; labour matters; probation and welfare; street children and orphans; women in development; community development; youth affairs; cultural affairs; district information services

(6) Regulate control, manage, administer promote and license any of the things or services which the council is empowered or required to do, and establish maintain, carry on, control manage, or administer and prescribe the forms in connection therewith to fix fees or charges to be levied in that respect.

(7) Aid and support the establishment and maintenance of schools, hospitals, libraries, art galleries, museums, tourist centers, etc.



- (8) Preserve public decency, and prevent offences against public order in public places and to prevent damage to the property of the Central Government and the Council.
- (9) Undertake private works and services and to charge, recover the costs and contract out public services to the private sector.
- (10) Sell all by-products resulting from the carrying on by, or on behalf of the council, of any works or services.
- (11) Registration of marriages, births, and deaths for transmission to the Registrar General
- (12) Assist Government to preserve the environment through protection of forests, wetlands, lake shores, streams and prevention of environmental degradation. etc

## **Handout for Session 8: Enterprise for Community Development**

### **Community Enterprise:**

Enabling Communities to make optimal use of the available resources to uplift or improve on their livelihoods through generation of income. Among the community there are plenty –but scattered resources, which need to be rediscovered and used optimally so that peoples interest is raised to improve on their lives, knowledge, and technology.

For sustainable development to take place people must be able to survive without excessive dependence on external support. Although grants and loans can be given to the Communities, they should be able to pay back without returning to absolute poverty (continue productive activities).

Communities should be encouraged to have set aside resources for development. This will be possible if the community is facilitated to undergo critical self-awareness to understand the causes of their poverty. Then together CSOs and the people can discuss and develop an understanding of the value of saving.

- Encourage group saving. The benefits are realized quickly if it is more secure.
- Make credit available and people friendly – it is more convenient to access credit as a group.
- Guide people on which projects to invest in.
- Co-financing external interventions.
- Bring in good practices of improved technology that is affordable and accessible to the people.
- However, joint management of investments is difficult and likely to cause conflict.

### **Importance of Enterprise for Community Development**

- Empowerment- economically. There is the saying that a wealthy person is a healthy person, food security and to be able to utilise the basic services.
- Independence and sustainability
- Better participation

### **Skills Required for Communities to manage IGAs**

- Book keeping
- Resource mobilisation
- Group organisational and management skills
- Conflict resolution and management

- Practical skills in each of the areas enumerated below, and others that are specific to the different groups.

### **Some of the projects that can be started and managed by the community**

- Bee keeping
- Fish farming
- Piggery
- Vegetable growing
- Poultry
- Zero grazing
- Brick making
- Arts and crafts
- Baking
- Rearing of goats,
- Market projects
- Small-scale industries, for example grinding mills, etc.

### **What can CSOs and Local Governments do to facilitate community enterprise?**

Given their exposure and experience, they have a big role to play and this may take the form of any of the following:

- a. Sensitising the community
- b. Providing advice
- c. Providing the practical hands on skills required
- d. Helping in sourcing for outside support
- e. Monitoring and evaluation

### **Issues that affect enterprise for community development**

1. Culture and traditional beliefs
2. Religious issues
3. Ignorance
4. Illiteracy
5. Lack of capital
6. Poor leadership

7. Lack of support from family members
8. Lack of skills like book keeping
9. Illiteracy
10. Poor access to information

### **Managing Incomes**

- Issuing out serially-numbered receipts for the funds received;
- Banking intact the funds so received;
- Tallying of receipts with bank pay-in slips;
- Making periodic bank reconciliation by matching credit entries on bank statement against debit entries in the cash-book;
- Assigning the receiving and banking of funds to an official different from one doing the verifications.

### **Managing Expenditure**

- Raising payment vouchers for each expenditure;
- Clearly stating payment mode and currency on the voucher. These modes are: cheque, cash, bank draft, and wire transfer;
- Determining authorisation amount limits and personnel;
- Attaching original and authentic supporting documents on the voucher. These may include:
  - Invoices;
  - Contract agreements;
  - Local purchase orders;
  - Certificates for works completed;
  - Appointment letters / Terms of reference;
  - Other relevant supporting documents.

### **Basic principles of financial management**

- Prepare budgets periodically and enforce them in according with relevant financial regulations e.g. CSO constitution or Local Government Financial and Accounting Regulations.
- Clearly spell out (in writing), and enforce, internal control procedures on finances.
- Clearly define and assign specific officials to specific financial functions.
- Establish and comply with reporting chains, intervals and report details.
- Ensure that documents supporting payments are original and authentic.

## **Handout for Session 9: Conflict Prevention and Post Conflict Community Mobilisation**

### **Conflict Definition: Conflict is Opposition between ideas and interests**

- A struggle or battle
- Incompatibility

### **Causes:**

- Disagreements
- Difference in opinion, in attitudes and in understanding
- Failure in communication
- Value and goal differences
- Competition over resources
- Differences regarding responsibility and authority

### **Types of Conflict:**

- Personal – within ones self
- Person to Person
- Community to person
- Organization to organization

### **Conflict Prevention:**

- Recognize and accept difference
- Handle conflicts quickly
- Change of Attitude
- Delivery of results
- Mutual understanding
- Flexibility

### **Effects:**

#### **Conflicts can Cause -**

- Financial Loss
- Loss of Reputation
- Collapse of the Organization
- Loss of Public Trust

- Low Resource/Revenue Mobilization

### **Good Effects:**

- Uncovers gaps
- Can cause mainstreaming of work processes and systems
- Lead to rejuvenation or elimination of dead wood
- Cause accountability

### **Management/Prevention of Conflicts:**

- Through executive and good practices
- Utilize the decision making matrix (MISI)

My decision

Information

Stakeholders

Impact

- Motivation
- Improve communication (System)
- Know the type of conflict

Political

Financial

Attitude

Institutional

- Find solutions from within

### **Tools for Management of Conflict:**

- Diffusion
- Negotiations
- Mediation

### **Post-Conflict:**

#### **In a post conflict situation:**

- Social Service provision is poor
- Formal reconstruction takes time
- Basic Services break down

- There is a lack of revenue
- No income for household livelihood

There is need to support local community efforts to restore services to promote recovery:

- Support/Promote dialogue to ensure transparency of activities
- Support re-establishment of social networks of institutional structures through community mobilization of investment in development of the community
- Develop local leadership
- Strengthen outreach activities of government
- Particular government support must be there for vulnerable groups
- Encourage revenue generation to reduce dependence on relief of the sense of helplessness. Grants are good for IGA – People cannot embark on planning for the future as yet long-term economic opportunities are not possible
- Participation
- Engagement
- Community Enterprise

### **Reintegration:**

Key Question: How can we mobilize our resources for post conflict reintegration without further reducing the limited resources available for basic provisions?

- Assessment
- Community Involvement
- Peer-Counselling
- Education
- Focus on the social side of psych-social treatment programs
- Good training in psych-social reintegration
- Include children with disabilities
- Put an end to impunity
- Youth should be included in the peace and reconciliation processes
- Anti-racism educational initiatives
- Integration is essential for refugees



**Basics on How to Organize a Group:**

- Get a tentative name for your group
- Get a meeting place
- Set a meeting day and time
- Advertise for your meetings
- See who shows up and work from there
- Take notes or “minutes of the meeting”
- Define your goals as a group
- Have Educational meetings
- Organize events

## **Handout to Session 10: Early Warning Systems, Community Based Environmental Management, and Food Security**

### **Definitions:**

#### **Early Warning Systems**

Well-developed mechanisms for generation and use of data on events and trends as indicators for detecting possible calamities and disasters. Data can be collected at the household or even village level to predict future trends and events. Examples include information on crop yields over time, fluctuations in market prices etc.

**Food security** is where people have access to sufficient amounts and quality and choice of food for all their dietary requirements. It may take the form of actual food stocks or cash to buy the food. A hungry community cannot think, plan or even develop.

**Community Based Natural Resources Management** is where people who have the strongest attachment to the environment around them take an active role and if empowered a lead role in planning, using/exploiting and managing the natural resources.

Excessive government control and ownership of resources have contributed greatly to the problems of resource degradation and depletion. Communities should not be denied ownership of local resources such as forests, water-lakes, swamps, rivers and dams, and pastures (rangelands).

Where such ownership is shared with the communities, the people are willing to invest their own resources into their conservation and sustainable use.

The three themes are interlinked because where unsustainable resource use, which is common in communities that have been denied ownership of resources occurs, they (the resources) are depleted leading to drought and famine. With excessive drought people cannot have enough food and even their incomes are reduced.

Some of the good practices that should be encouraged among the communities include improved farming methods like cover crops, multi-strata, mixed cropping, non burning of bushes and weeds, water harvesting, and tree planting among others.

### How Can We Ensure Community Based Natural Resources Management?

- Ensure people's participation at all levels of the biodiversity cycle. We need to ensure local control and sharing of benefits for the community. People should be involved in making decisions because they are affected most.
- Information should be made available for better decision-making.
- Ensure better incomes for the communities and where possible establish alternative livelihoods sources to relieve the pressure on the natural resources.
- Involve all stakeholders
- Build on the knowledge of the communities. There is need to respect cultural, social, economic and other attachments that people have with their environment. Communities value their resources more and will therefore protect them better.

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## 6.0 Glossary of Terms

<u>Brainstorm</u>	Where participants are encouraged to share ideas in a group session in order to reach a common conclusion or answer to a problem. The facilitator can play an active role as necessary in order to steer discussions in the right direction.
<u>Case Study</u>	A real-life scenario is reproduced in order that the participants can examine what happened, discuss what problems occurred and what caused them, and agree on the lesson(s) that can be learnt from the story. In some of the Sessions, two Case Studies might be presented, or a Group Exercise and a Case Study. It is then up to the facilitator to decide whether the time will allow for both to be covered, or whether s/he should only concentrate on exploring one at a greater depth.
Civic Responsibility	These are actions and attitudes that reflect democratic governance and social participation and it can be demonstrated by advocating for social and environmental issues, Showing commitment to community service and development, tolerance and appreciation of human differences, involvement in governance, voluntarism and being proactive
Community	Groups or networks of people that live in the same area and/or share common interests.
Community Based Natural Resources Management	Where people who have the strongest attachment to the environment around them take an active role and if empowered a lead role in planning, using/exploiting and managing the natural resources.
Community Driven Development	Where groups of people organise themselves to address their own needs.
Community Empowerment	Enabling communities, especially the poor and other marginalized groups to participate, negotiate, demand, change and hold accountable institutions that affect their livelihoods and well-being.
Community Enterprise	Enabling Communities to make optimal use of the available resources to uplift or improve on their livelihoods through generation of income among the community there are plenty –but scattered resources so that peoples interest is raised to improve on their lives, knowledge, and technology.